January - Lesson Plan Grades K-I

MY PYRAMID



Objectives

Learn the importance of eating a variety of foods.

Learn what foods are in each food group.

Supplies Needed

January
Pick a **better** snack™ & **ACT** bingo card

Kindergarten - Pictures of food

Grade 1 - Team Nutrition Lesson 2: Eat Smart with MyPyramid for Kids

Note to teachers

In the fall lessons, Pick a **better** snack the Color Way was the key message. For the months of December through February the focus will be on Pick a **better** snack™ & **ACT** for the fruit, vegetable, and physical activity lessons. In addition there will be one lesson each month on MyPyramid for Kids. This lesson will allow children to explore the new colorful kid's pyramid that was released in the fall of 2005.

USDA's Team Nutrition created classroom lessons to help children explore MyPyramid for Kids. They are available on the web at www.mypyramid.gov/kids. A classroom kit to accompany the lessons can be ordered. The MyPyramid lessons are to be used in the following order:

Level 1 Lessons (grades 1 and 2)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 2 Lessons (grades 3 and 4)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Level 3 Lessons (grades 5 and 6)

Introduction

Lesson 1 (use in December)

Lesson 2 (use in January)

Lesson 3 (use in February)

Each lesson provides curriculum connections and descriptions of student skills. There are lunchroom links, suggestions for home connections and ready-to-print activity sheets.

Teachers can tour the adult version of MyPyramid. www.mypyramid.gov.

Background

Historically, USDA has provided consumers with dietary guidance dating back more than 100 years. The new MyPyramid is the most updated form of federal nutrition



guidance for Americans.

The colorful, kid-friendly graphic and tagline "Eat Right. Exercise. Have Fun." were developed for and tested with elementary school-aged children. MyPyramid for Kids was developed for children 6 to 11 years old to motivate them to make healthy food choices and be physically active every day. The target age of 6 to 11 was chosen because most people learn about nutrition in elementary school.

The different size stripes suggest how much food you should choose from each group. Choose more foods from the food groups with the widest stripes.

The colors orange, green, red, yellow, blue and purple represent the five different food groups plus oils. Eat food from every food group every day.

The child climbing the steps on the side of pyramid encourages physical activity. Take one step at a time to be more active. For example, play outside just a few minutes longer after school.

Web Site Resources

www.mypyramid.gov /kids www.mypyramid.gov www.idph.state.ia.us/pickabettersnack www.teamnutrition.usda.gov/resources/go-fish_color.pdf

Do the Activity: My Pyramid

Display MyPyramid poster for Kids. Explain that MyPyramid is a picture of the foods we need to eat each day. Each color on the Pyramid shows us a different type of food. We need to eat foods from each group every day to help us grow, play and stay healthy.

Kindergarten

Divide the class into five groups and give each group a name of one of the food groups – Grains, Vegetables, Fruits, Milk, and Meat & Beans.

Give each group a picture of a food from their food group. In small groups have the students talk about how they would act out eating that food.

Have each group act out eating its food and let the rest of the class try to guess what they were eating.

Grade I

Distribute worksheet for Team Nutrition Lesson 2: Eat Smart







Web site for worksheet

http://teamnutrition.usda.gov/Resources/mpk1_lesson2.pdf

with MyPyramid for Kids. The worksheet can be downloaded from the MyPyramid web site. After students complete the worksheet, review the sheet using the notes from the Team Nutrition lesson. (Non-paper option: Copy the worksheet on a transparency and complete the worksheet as a class.)

Talk It Over:

Which of these foods have you eaten before?

Which of these foods do you like to eat?

In which MyPyramid Group does your food fit?

Remind students that one of the basic rules is that they should eat a variety of foods in order to get all the nutrients they need to be healthy.

Apply:

Pyramid Go Fish Cards and game instructions are available from BASICS project director, or can be downloaded from http://teamnutrition.usda.gov/resources/go-fish_color.pdf (A black and white version is also available.

To reinforce the variety of foods available to eat, have the class divide into groups of four to play Go Fish with the cards provided by the BASICS project director or download from the Team Nutrition site.

Distribute January Pick a **better** snack[™] & **ACT** bingo cards. Review with the students that when they eat one of these foods, or do one of the activities in the pictures, they can put an "X" through it.

On the back of the Pick a **better** snack[™] & **ACT** bingo card for each month, there is information for their parents and grandparents. Have the students take the bingo card home and have their family pick out a snack idea to try.







Extended Activities



Art, Music & PE

Read <u>Today is Monday</u> by Eric Carle, Philomel Books, 1993. Sing the song at the end of the book. Ask "In what food groups do the foods belong?" *String beans-vegetables, spaghetti-grains, soup-vegetables, roast beef-meat & beans, fish-meat & beans, chicken-meat &beans, ice cream-milk* Ask "Which food group is missing?" *Fruits*



Language Arts & Reading

Read <u>Bread and Jam for Frances</u> by Russell Hoban, Harper and Row, 1964. (Team Nutrition, Pre-K & K, 1997)



Math

Place orange, green, red, blue, and purple pieces of construction paper labeled with the appropriate food group headings at a learning center. Carefully select 5-8 paper food models (perhaps from the National Dairy Council) for each food group. Write the color of the appropriate food group on the back of each food model so that the activity is self checking. Suggestions for some of the vegetables are carrots, pumpkins, sweet potato, broccoli, peppers, and cucumbers as these were introduced in October-January. Suggestions for some of the fruits are grapes, apples, cranberries, pears, kiwi, tangerines, grapefruit, mangos, and oranges since these were introduced in October-January as well.



Science & Health

Place a copy of MyPyramid in a learning center for the students to investigate further at school.



Social Studies

Encourage the students to take their MyPyramid sheet to the grocery store to locate foods that would fit in each food group.





Eat Smart with MyPyramid for Kids

Draw a (circle) around the foods that are in the **Grain Group**.













Slice of bread

Baked potato

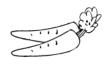
Popcorn

Pasta (bowtie)

Cereal

Candy bar

Draw a rectangle around the foods that are in the **Vegetable Group**.













Carrots

Spinach

Grapes

Pasta (macaroni)

Broccoli

Swiss cheese

Draw a square around the foods that are in the Fruit Group.













Corn

Orange juice

Apple

Banana

Strawberries

Muffin

Draw a triangle around the foods that are in the Milk Group.













1% Milk

Yogurt

Egg

American cheese

Cookies

Orange juice

Draw an (oval) around the foods that are in the **Meat and Beans Group**.













Peanut butter

Egg

Beans

Chicken

Pork chop

Fish

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Eat Smart with MyPyramid for Kids

Draw a (circle) around the foods that are in the Grain Group.

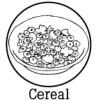




Baked potato



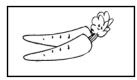






Candy bar

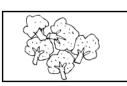
Draw a rectangle around the foods that are in the Vegetable Group.













Carrots

Spinach

Grapes

Pasta (macaroni)

Broccoli

Swiss cheese

Draw a square around the foods that are in the **Fruit Group**.













Corn

Orange juice

Apple

Strawberries

Muffin

Draw a triangle around the foods that are in the Milk Group.













1% Milk

Yogurt

Egg

American cheese

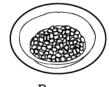
Cookies

Orange juice

Draw an (oval) around the foods that are in the **Meat and Beans Group**.













Peanut butter

Egg

Beans

Chicken

Pork chop

Fish

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PHYSICAL ACTIVITY



Objectives

Know the mental health benefits of being physically active.

Supplies Needed

January
Pick a **better** snack[™] & **ACT**bingo card

Background

Physical activity produces overall physical, psychological and social benefits. Physical activity helps control weight, reduce blood pressure, raise good (HDL) cholesterol, reduce the risk of diabetes and some kinds of cancer and improve mental well-being, including gaining more self-confidence and higher self-esteem.

Physical activity is one of the best ways to decrease stress. When we are physically active, stress is relieved by the release of endorphins. Endorphins are thought to relieve stress and pain naturally, giving one a happy and invigorating feeling. Muscle tension tends to be reduced after a good exercise session and this can promote a feeling of relaxation and calmness. With less stress, many individuals will begin to feel more energized and alive.

Physical activity may enhance body image perception and self-confidence. Being active makes people feel good and when people feel good, their moods seem to elevate. Many studies show that people who are regularly active have a more positive outlook and are happier overall in compared to the inactive population.

Regular physical activity has been shown to greatly diminish and in some cases prevent the symptoms of depression. The exact physiological reason is unknown, but scientists believe that enhancing body image, elevating moods and improving one's health and physical appearance can help boost self-confidence and create a feeling of success, therefore decreasing depression symptoms.

Stress and fatigue negatively affect concentration, comprehension and memory. Since physical activity is a great way to take away stress and increase energy levels, a regular routine will improve mental alertness and overall mental health.

One of the best psychological benefits of physical activity is just feeling energized. One could argue that this is a physical benefit of physical activity; however the psychological benefits greatly contribute to this overall feeling. The

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combination of increased self-confidence, decreased stress, better moods, less depression and increased mental health in addition to all of the physical benefits should make anyone feel great!

Web Site Resources

www.idph.state.ia.us/pickabettersnack www.mypyramid.gov/kids/index.html

Do the Activity:

Have the students stand by their desks as they perform the Hokey Pokey and sing-a-long. Ask students periodically how they are feeling being physically active.

Hokey Pokey Aerobics

Put your right foot in (lunge forward on the right leg)
Put your right foot out (return to standing position)
Put your right foot in and shake it all about (lunge forward on right leg and lightly bounce up and down in lunge position)
Do the Hokey Pokey and turn yourself about (do jumping jacks while turning in a circle)
Repeat above but do the opposite for the left leg

Put your right arm in (extend arm at the elbow)
Put your right arm out (flex arm at the elbow)
Put your right arm in and shake it all about (do bicep curls)
Do the Hokey Pokey and turn yourself about (do vertical jumps while turning in a circle)
Do the opposite for the left arm

Put your right elbow in (elbow flexed, forearm parallel to the ground, flex shoulder away from body)
Put your right elbow out (elbow flexed, forearm parallel to the

ground, extend shoulder back towards body)
Put your right elbow in and shake it all about (arm in same

position, flex and extend shoulder)

Do the Hokey Pokey and turn yourself around (hop on your right foot turning in a circle)

Do the opposite for the left elbow

Put your head in (slowly touch chin to chest)

Put your head out (slowly move it back to starting position) Put your head in and shake it all about (slowly move head side to side)

Do the Hokey Pokey and turn yourself around (jog in place while turning in a circle)





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Put your right hip in (side jump in)
Put your right hip out (side jump out)
Put your right hip in and shake it all about (jump side to side)
Do the Hokey Pokey and turn yourself around (march in

place while turning in a circle)
Do the opposite for the left hip

Put your whole self in (forward jump in)
Put your whole self out (backwards jump out)
Put your whole self in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do leg squats)

Put your backside in (backwards jump in) backwards
Put your backside out (backward jump out)
Put your backside in and shake it all about (jump in and out)
Do the Hokey Pokey and turn yourself around (do pushups)

Do the Hokey Pokey, ending-can do regular ending or have students pick their favorite exercise. End with a partner high five!

Let the students "invent" some new moves and teach them to the class.

Talk It Over:

What are some of the physical activities we just did? (running, jumping, bending)

What other physical activities have you done today? (rode my bike to school, carried the garbage out, walked to the bus)

Why is it important to be physically active?

How do you feel when you don't get to be active? (tired, like I can't sit still, etc.)

What other feelings do you experience while being active?

What other activities could you do that make you feel better or that you have fun doing?





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Apply:

What are some other ways you can be active? (walk to school rather than ride in a car, play outside after school, move more at recess, ride your bike to a friends house)

Are there some things you could do with your family to encourage everyone to be more active? (go on family walks, play outside together, go roller skating or bowling together)

What are the activities on the January bingo card?

- Dance
- Play
- Shoot hoops
- March
- Climb
- Run
- Sled
- Kick
- Walk
- Bowl

Discuss the activities with the students. Are there any activities that may be more challenging than others? What are some simple solutions for this? **Remind students to be creative with the bingo card.** For example, if they do not have access to a formal bowling ball and alley, create their own "bowling" game using cups or stuffed animals and any ball.



